INTERNET MARKETING

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DEFINITION OF INTERNET MARKETING

Today the Internet functions both as a personal marketing tool, as well as a marketing medium employed in some capacity by most businesses, small and large. Internet Marketing is a course intended to provide high school students exposure to the principles of marketing as they apply to the Internet. In addition, students will be introduced to many of the skills needed to acquire an entry-level position in a related field.

The course will be divided primarily into four components. The first component is learning the fundamentals of the Internet. The second section of the course is learning to use the Internet as a self-marketing, or employment tool. Third, students will learn not only to construct web pages, but also how to build a site so that it attracts and retains visitors, as well as encourage revisits through effective content and design. Finally, students will examine the Internet as a business and marketing medium, and investigate how it is changing the marketplace today.

RATIONALE FOR THE STUDY OF INTERNET MARKETING

Although it has been with us since 1969, the 1980s brought the advent of graphical browsers and hypertext markup to the Internet. These two components helped to shape the medium to transform it into one that was navigable by the masses. What had previously been utilized only by the military, other sectors of the government, and the academic community, was now available in a practical sense to the public-at-large. Explosive growth of the Internet has ensued, both in the number of people who use it, as well as the number of ways it is utilized.
Despite its current pervasiveness, the Internet is deemed by experts to still be in its infancy stage. Its impact in our society, as extensive as it may already seem, has only just begun.

Along with exponential growth has come exponential opportunity. Today businesses can communicate in ways they had never been able to in the past. Product sales, prospect solicitation, vendor relationships, channels of distribution, and promotional opportunities are just a few of the ways that businesses have been forced to alter their practices. Many "traditional" businesses are either not able to compete or are necessarily placing their business on the Internet for survival. Others have created new opportunities never before available, and entrepreneurs have taken advantage of the medium by creating virtual businesses. Small companies, once restricted by capital and geographic boundaries have begun to enjoy worldwide success. The countless possibilities have only begun to rear their head. One notion has become apparent--the Internet is not going away. As with any new industry, those who can become a pioneer "on the ground floor" are being provided opportunities not known to us only a short while ago.

As unprecedented growth continues, some embrace the Internet as a new opportunity, while others scramble to keep abreast of the new technology, leery of lagging behind their competition. Some companies are utilizing the Internet by providing new products or services; some are transacting business online, offering new customer conveniences; some are providing data and information, offering consumers support of a physical entity; and some are doing all of the above. With the newfound tool comes a major obstacle for businesses--finding people qualified and able to do the work. The demand for qualified personnel far exceeds supply. The United States currently looks overseas for help. Companies are in dire need of individuals who are in control of the new medium, and they are willing to pay premium salaries to attract those who can fill their needs. Unique opportunities for today's youth have been generated by this imbalance of supply and demand. Many high school graduates are finding themselves in the enviable position of leaving high school for high paying jobs, or even creating their own business, with little or no post-secondary education. Never before have high school graduates had so much opportunity to instantly obtain high paying careers with such limited experience. The new information age has leveled the playing field for those who have an interest, a talent, and the knowledge to develop the Internet into a viable marketing tool. Internet Marketing provides a foundation, both exploratory and practical, to launch students in a field that will continue to proliferate in the future.
The business community is witnessing the evolution of the Internet as a marketing tool as it unfolds before them. Industry is finding a significant shortcoming of people qualified not only in the industry, but especially those with the knowledge of how the principles of marketing apply to the industry. An individual with the ability to relate marketing principles to the Internet is a valued commodity in the work force today. It is with this in mind that the Internet Marketing curriculum has come into being.

In order for an individual to be knowledgeable in Internet Marketing, that individual must also have a healthy understanding of the results necessary to convert the Internet into a useful marketing tool, utilizing strategies and tactics that are functional and effective. In many cases, individuals and organizations know what kind of results they want to achieve, but due to the infancy of the industry, they do not understand what is required in obtaining such results. A need to gain the knowledge and the ability to obtain these results has shaped Internet Marketing.

Much has been written in recent years regarding marketing on the Internet. The Internet itself contains a plethora of resources, providing inordinate amounts of information. However, as the industry is still evolving from an embryonic stage, there is no "standard", to date, that holds the key to marketing on the Internet. In fact, with the ease of contributing to the body of knowledge onto the World Wide Web today, one must dissect such information with a healthy apprehension, keeping an eye open for self-proclaimed experts. Internet Marketing will steer the learner down the correct path, integrating marketing principles and the Internet. The resultant learner will be more valuable to employers--both prospective and current--as they move forward in marketing related careers.

CONTENT STRUCTURE FOR INTERNET MARKETING

Fundamentals of Marketing

| Regulations --- Restrictions --- Usage Guidelines |
PROGRAM AIM FOR INTERNET MARKETING

The aim of the Internet Marketing program is to expose learners to the Internet, providing them with a holistic perspective of its role in marketing today. Learners
should have a working knowledge of the Internet with an understanding of how to best utilize it as a tool that enhances an individual or a business marketing plan.

PROGRAM GOALS FOR INTERNET MARKETING

1. Examine fundamental marketing concepts.
2. Demonstrate acceptable use procedures for the Internet.
3. Explore ethical, legal, security, and privacy issues related to the Internet.
4. Describe the history and diverse nature of the Internet.
5. Analyze the components and capabilities of web browsers.
6. Navigate the World Wide Web and other elements of the Internet using a web browser and various search tools.
7. Create a comprehensive self-marketing plan that integrates the use of an electronic resume and online job databases.
8. Identify Internet Marketing career opportunities.
9. Construct an effective organizational web site.
10. Determine how businesses use the Internet as a marketing tool.
11. Explain effective Internet marketing strategies and how various mediums work together.

INTERNET MARKETING

SCOPE AND SEQUENCE

The Internet Marketing curriculum is based on a 4 x 4 block schedule, where classes meet for 90 minute class periods, meeting every day for 18 weeks. This curriculum is easily adaptable to an alternate day block schedule, or 50 minute class periods in a year long course.

UNIT 1  Examining fundamental marketing concepts 1 week

- Defining marketing.
- The elements of marketing
o The role of marketing in American Society

UNIT 2 Internet acceptable use procedures 3 days

o Understanding general rules and guidelines
  o Understanding local rules and guidelines
  o Logging on

UNIT 3 Ethical, legal, privacy, and security issues of the Internet 3 days

o Safety and privacy
  o Security
  o Copyright and Intellectual property

UNIT 4 The history and diverse nature of the Internet 4 days

o What is the Internet?
  o The history of the Internet
  o Components of the Internet
  o Services available online

UNIT 5 The components and capabilities of web browsers 1 week

o Web browser components and their uses
  o Uniform resource locators and domain names

UNIT 6 Finding content and using search tools 2 weeks

o Search engines
  o Search directories
  o Meta tools
  o Searching strategies

UNIT 7 The Internet as an employment tool 3 weeks

o Traditional employment strategies
  o General Electronic employment strategies
  o Electronic resumes
  o Electronic job banks
  o Internet Marketing careers

UNIT 8 Constructing an effective website 9 weeks**
UNIT 9 The role of the Internet in marketing 5 weeks**

- Marketing functions
- Internet tools and methods
- Adding value to a website
- Promoting websites

UNIT 10 Internet marketing strategies 4 weeks**

- Applying marketing functions online
- The Internet in a business plan
- Costs and pricing

**Unit 8 will run for the final nine weeks concurrently with units 9 and 10. Unit 9 will overlap the first 5 weeks of unit 8, and unit 10 will overlap the last 4 weeks of unit 8.

UNIT 1

Examine fundamental marketing concepts.

TIME SPAN:

Unit will last approximately one (1) week, or five (5) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

- Describe fundamental elements of marketing.
RATIONALE FOR UNIT:

The Internet is a vast medium and can be examined from many different viewpoints. In order for learners to view it as a marketing medium, learners must first have a solid idea of what marketing is and its role in the business world today. If students are asked to view the Internet from the perspective of marketer, they must first understand what that view is. Only with these foundations in place may learners effectively begin to view the Internet as a marketing medium.

OBJECTIVES FOR UNIT:

1. Define marketing.
2. Describe the marketing concept and the role of marketing in our society today.
3. Identify the components of the marketing mix.
4. Identify ways the Internet is altering the marketing mix.

POSSIBLE UNIT ACTIVITIES:

1. Identify and list marketing elements in society today. Use an example of a product and play a round robin game, seeing who can identify the most.
2. Compare and contrast the general marketing strategies of two or more high profile businesses.
3. Play a team based game, having each team research and identify all of the marketing elements of an ordinary product such as advertising, packaging, etc.
4. List the components of the marketing mix of a familiar business, as well as the purposes of those components.
5. Simulate the components of the marketing mix of an online business, identifying the impact of each as the teacher designated variables are altered.
6. Current events, presented as written and oral reports.

REFERENCES:


UNIT 2

Internet acceptable use procedures

TIME SPAN:

Unit will last approximately three (3) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

- Demonstrate acceptable use procedures for the Internet.

RATIONALE FOR UNIT:

Partly because it is still in its infancy stage, the Internet is viewed with a great deal of caution and apprehension. While it has much to offer, the Internet remains a predominantly uncensored medium. As regulations governing the Internet continue to evolve, public sentiment remains suspicious and filled with distrust. While some of the concerns may be founded, a solid comprehension of the policy within the organization, as well as education regarding policy, abuse, filters, anonymity, and other related topics will go a long way in assuaging the fear now associated with the Internet. Appropriate online behavior is critical to learners participating in Internet Marketing. Education and comprehension are the keys to developing such behavior.

OBJECTIVES FOR UNIT:

1. Describe how filters work and why we have them.
2. Describe rules and guidelines for local online procedures.
3. Identify improper and abusive online practices.
4. Establish and log on to online account.
5. Analyze the function and purpose of online histories.
6. Evaluate the importance of remaining anonymous online.
POSSIBLE UNIT ACTIVITIES:

1. Discussion, students identify rules and regulations governing their specific institution, examining the purpose of each.
2. Create a student shaped set of online guidelines and acceptable use procedures list, supplementing the existing guidelines.
3. Create an online account.
4. "Test" filters, demonstrating how they work, and seeing what happens when they are tested.
5. Open a web browser, examining the history of a past user.
6. Current events, presented as written and oral reports.

REFERENCES:

netnanny.com, available http://www.netnanny.com/

School districts guide to Internet procedures, filters.

Student handbook

UNIT 3

Ethical, legal, privacy, and security issues of the Internet.

TIME SPAN:
Unit will last approximately three (3) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

- Apply proper caution regarding safety, privacy, and security online.
- Describe legal issues related to the Internet as they pertain to this course.

RATIONALE FOR UNIT:

As described in the previous unit, the Internet is viewed with a great deal of caution and apprehension. While it has much to offer, the Internet remains a self-censored medium. As regulations governing the Internet continue to evolve, public sentiment remains suspicious and distrustful. While some of the concerns may be founded, a sound education regarding privacy, online safety, and security will go a long way into assuaging the fear now associated with the Internet. In addition, because of the uncensored nature of the Internet, copyright and intellectual property laws are often inadvertently violated if not adequately understood. Appropriate online behavior is critical to learners participating in Internet Marketing. Education and comprehension are the keys to developing such behavior.

OBJECTIVES FOR UNIT:

1. Argue for or against the importance of Internet privacy.
2. Define cookies.
3. Demonstrate acceptable online safety procedures.
4. Identify personal and organizational security precautions.
5. Analyze copyright laws.
6. Analyze intellectual property laws.

POSSIBLE UNIT ACTIVITIES:

1. Student debate on the topic of Internet privacy, with competing teams applying the advantages and disadvantages of each.
2. Perform a website privacy demonstration.
3. Report on current breaches of Internet safety and security, postulating on possible outcomes of such activity.
4. Listen to and question guest speaker, such as police officer or attorney specializing in Internet law.
5. Research copyright and intellectual property laws online.
6. Current events, presented as written and oral reports.

REFERENCES:


Local police force, bar association.


Various online sources.

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UNIT 4

The history and diverse nature of the Internet.

TIME SPAN:

Unit will last approximately four (4) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

- Describe the components of the Internet.

RATIONALE FOR UNIT:
The Internet has undergone significant change in a relatively short period of time. It has been transformed from a tool for government "techies" and the academic community to one that is now in over half of the homes in our country and growing. In order to understand the Internet, one must understand where it has been, and how it has evolved into the medium it is today. Understanding these stages of evolution helps learners to comprehend many of today's Internet characteristics. In addition to its history, there is a growing misconception of what the Internet is. While many users tend to think of the Internet as being synonymous with the World Wide Web, there are an abundance of additional components of the Internet that are often overlooked, such as e-mail, newsgroups, and ftp. To understand how to use the Internet as a marketing tool, one must have a thorough understanding of what it is and how it got there.

OBJECTIVES FOR UNIT:

1. Define the Internet.
2. Trace the history of the Internet through the present day.
3. Describe the development of the Internet.
4. Identify the importance of the role of graphical browsers and hypertext markup language in the evolution of the Internet.
5. Examine the interactive nature of the Internet.
6. Differentiate between services available on the Internet, including the World Wide Web, e-mail, newsgroups, chat, and other less frequently utilized components.

POSSIBLE UNIT ACTIVITIES:

1. Play "the string game," demonstrating how networks and the Internet are interconnected by having students attempt to all be connected to each other simultaneously with pieces of string.
2. Play the "13 clicks" game, attempting to go online and verify that any two sites on the World Wide Web are only 13 or fewer clicks away from each other.
3. Develop a chronological timeline of the Internet, inserting other events in history (or in the students' personal lives, where applicable) in the timeline for perspective.
4. Using the aforementioned timeline, have students describe what the Internet would be like if any of the significant evolutionary steps had been omitted. For example, what would the Internet be like without a graphical browser, and what would be the consequences?
5. As a class, visit some very interactive websites, considering how they would be more or less effective without as much interactivity.
7. Visit newsgroups, identifying how many different newsgroups are currently in existence.
8. Post a difficult question (as determined by the class) to a relevant newsgroup, testing their capabilities as a viable resource.
9. Create and send a class generated perpetual e-mail, attempting to trace and monitor the number of and the origin of its viewers.
10. Visit sites that contain other Internet components, such as chat, ftp, Archie, and gopher. Examine the purpose of each, and identify why they are rapidly growing or becoming more antiquated.

REFERENCES:


Various online resources.

UNIT 5

The components and capabilities of web browsers.

TIME SPAN:

Unit will last approximately five (5) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

• Successfully utilize Netscape Navigator (or other web browser being used in class).
RATIONALE FOR UNIT:

As each unit of Internet Marketing gets more in depth, it is imperative that students understand the very basics of the software being used to navigate the Internet. Without this comprehension, learners will be stymied and can proceed no further. The web browser is like an automobile to one who drives. Their mode of getting to new places is very limited without a vehicle! Most students can figure out how to open a web browser and type in a web address, but for many that is the extent of their knowledge. There are many navigational shortcuts and productivity nuances within web browsers, and understanding how to use these tools makes Internet navigation both easier and more efficient.

OBJECTIVES FOR UNIT:

1. Identify general Internet terms.
2. Examine the components of Netscape Navigator, including the main screen, title bar, menu bar, navigation toolbar, location bar, personal toolbar, component bar, and other elements.
3. Demonstrate how to copy and paste information from an Internet document to a word processor.
4. Identify the purpose and uses of bookmarks.
5. Categorize and organize a bookmark list.
6. Define histories.
7. Identify the purpose and uses of histories.
8. Describe procedures for printing and saving an Internet document.
9. Analyze the components of a uniform resource locator.
10. Assess what determines an effective domain name.

POSSIBLE UNIT ACTIVITIES:

1. Apply vocabulary terms to written and oral assignments and tests.
2. Open Netscape Navigator, identifying and utilizing each of the toolbars and other components.
3. Open a word processor, multitasking between it and a web browser, copying and pasting information.
4. Create, categorize, organize, and mobilize a set of bookmarks using a "jump page".
5. Visit the history list in learner's web browser.
6. Print and save an Internet document.
7. Examine several uniform resource locators, identifying the protocol, top level domain, second level domain, and file paths of each.
8. Given a list of fictitious organization names and what they do, find an available domain names for each that would be effective.
UNIT 6

Finding content and utilizing search tools online.

TIME SPAN:

Unit will last approximately ten (10) ninety (90) minute class periods (4 x 4 block scheduling).

GOALS:

- Identify tactics for successful searches on the Internet.

RATIONALE FOR UNIT:

There are currently more than one billion pages of content on the World Wide Web, and that number continues to grow exponentially. As a result, locating specific content can be very difficult for the novice user. To search the Internet effectively, one must understand the basic rules for locating relevant information. Otherwise navigation will be slow and ineffective. In addition, one major tool for
businesses that wish to market themselves online is the search engine or search tool. Businesses rely on being "found" by users in search tools, and where they are ranked in these search tools can determine, in part, the number of online visitors that will gain exposure to their products or services. Therefore, understanding how search tools work and how they rank their participants can be critical for placement.

OBJECTIVES FOR UNIT:

1. Define relevant terms.
2. Identify current day search tools that receive the most online traffic.
3. Compare search engines, directory searches, and meta-search tools.
4. Analyze advantages and disadvantages of each type of search tool.
5. Examine general search tools operators.
6. Apply search engine strategies and tactics.
7. Apply directory search tool strategies and tactics.
8. Apply meta-search tool strategies and tactics.

POSSIBLE UNIT ACTIVITIES:

1. Apply vocabulary terms in tests and written and oral reports.
2. Visit several search tools, performing teacher directed searches, emphasizing the differences between the tools.
3. Read the help files for several different search tools, and create a rubric that compares and contrasts the features of each.
4. Student teams research search tools, with each team presenting a specific tool to the remainder of the class, including a live demonstration exemplifying some of the tool’s unique features.
5. Perform similar searches in each of the three types of search tools, comparing results.
6. Answer a list of trivia questions, utilizing all three types of search tools, documenting the strategy used to find the answers.

REFERENCES:

Alta Vista’s Main Search Center and Tutorial, available http://doc.altavista.com/help/search/search_help.shtml

UNIT 7

The Internet as an employment tool.

TIME SPAN:

Unit will last approximately three (3) weeks, or fifteen (15) ninety (90) minute class periods.

GOALS:

- Conduct a comprehensive job search that includes use of the Internet.
- Identify Internet related career opportunities.

RATIONALE FOR UNIT:

The Internet has become a valuable aid in seeking employment. It offers benefits to both employers and prospective employees, and both will continue to grow increasingly dependent on it as an employment tool. While the Internet is not the sole solution in seeking employment, it must be understood in order to maximize the effectiveness of one’s job search. By including the Internet as a job search tool, many new opportunities are realized by the job seeker that would not have been otherwise exposed, such as job offerings in remote geographic regions. Those who understand the Internet’s value as an employment tool have a significant edge over their competitors that do not.

In addition, the Internet has opened a door to vast opportunities for employment in the industry. Some positions require technical know-how, while others, such as news editors, require none. It is important to understand what the possibilities are, and that they do exist. Although career opportunities will be identified throughout the remainder of the course, this is where attention is drawn to the topic, and important facets of careers will be identified for future use.
OBJECTIVES FOR UNIT:

1. Identify traditional employment methods and strategies.
2. Examine the role of the Internet in seeking employment.
3. Compare traditional methods of seeking employment with Internet based methods.
4. Identify advantages and disadvantages of using the Internet in a job search.
5. Create a "paper" resume.
6. List the characteristics of online etiquette, or netiquette.
7. Differentiate between a "paper" resume and an electronic resume.
8. Create a comprehensive keyword list for an electronic resume.
9. Convert a "paper" resume into an electronic resume.
10. Identify the elements of a typical on-line job bank.
11. Compare and contrast on-line job banks.
12. Conduct a job search on an on-line job bank.
13. Evaluate possible careers in an Internet related industry (to be identified and evaluated continuously throughout the curriculum as is relevant).
14. Identify the professional industrial certifications available within the electronic commerce industry.

POSSIBLE UNIT ACTIVITIES:

1. List traditional employment methods and strategies.
2. Search for employment opportunities posted on on-line sites. Discuss why companies are offering employment on-line; what is the advantage to the company? To the job prospect?
3. Conduct a student debate, one taking the position that traditional job seeking is the most effective, the other taking the position that electronic job searching is the most effective.
4. Compose, edit, and save a "paper" resume.
5. Visit an on-line job bank and examine real posted job resumes. Students identify and print one that they feel is effective and one that is not, with a handwritten explanation of their opinion on the back of each.
6. Upon completion of the unit, revisit both resumes, reinforcing or modifying the opinions on each, based on class content.
7. Have a team of the most Internet literate students prepare and deliver a presentation to the class on netiquette.
8. Critique a mock electronic resume.
9. Using a mock electronic resume, identify elements that are not on the "paper" resume.
10. Using a text editor, convert a "paper" resume to an electronic resume.
11. Visit a comprehensive online job bank, examining each of its elements.
12. Perform a job search using an online job bank.
13. Individually or in small groups, analyze an assigned job bank and present it to the rest of the class. During the presentations, demonstrate an actual search on "their" job bank, emphasizing any unique characteristics of the job bank.
14. Searching jobs listed with job banks, identify certification requirements for posted jobs.
15. Interact with a guest speaker from industry.
16. Current events, presented as written and oral reports.

REFERENCES:


UNIT 8

Constructing an effective website.

TIME SPAN:

Unit will last approximately nine (9) weeks, to be developed simultaneously with units 9 and 10.
GOALS:

- Design and construct a customized organizational website.

RATIONALE FOR UNIT:

Internet marketing is based on having a web presence that enhances, in some way, an organization’s value. Before this can happen, an organization must first have enough knowledge to be able to construct a website. Second, the site must be effective in attracting and maintaining visitors, getting them to return, and providing them with an online experience that has something to offer. For meaningful marketing through the Internet to occur, these two topics must be seamlessly integrated. Many people can build a website. Building one that works is much more difficult. While mechanical aspects of web page construction are critical in furthering one’s knowledge in this course, emphasis here is not on the technical aspects of a website, but rather on effective and useful content.

OBJECTIVES FOR UNIT:

1. Identify the components of web authoring software (Netscape Composer).
2. Apply fundamental text formatting in a web page.
3. Insert and manipulate images in a web page.
4. Create internal and external links within a web page.
5. Combine other web page elements into a web page such as tables, backgrounds and borders.
6. Analyze a completed web page for mechanical errors.
7. Evaluate the components of effective web design.
8. Create web page titles, descriptions, and keyword lists.
9. Examine the importance of META tags and ALT tags.

POSSIBLE UNIT ACTIVITIES:

1. Open web authoring software, examining its components.
2. Manipulate data using web authoring software.
3. Build a 3 page "mini-web site" that contains the elements described in this unit.
4. Upload the mock website.
5. Upon completion of upload, evaluate other students’ mock sites, critiquing them for mechanical errors and fundamental design errors.
6. Visit several other instructor directed websites, analyzing them for good and bad mechanical and design features, including META tags and ALT tags.
7. Analyze web sites using online design tools such as Website Garage.
8. Draft a flow chart of a website, describing how you would develop each section and why.
9. Examine various websites, identifying the elements of good web page design.
10. Conduct a competition, designing and constructing a website for a local business. The website should address the principles learned in units 8, 9, and 10, as they are learned. Near the conclusion of the course, each student or student team should present their website visually and orally to the business stakeholders, with the business selecting the one they would most like to use outside of the classroom. (This activity should combine units 8, 9, and 10)

REFERENCES:


Netscape tutorials, helpful resources, Netscape Communicator. Available http://home.netscape.com/support/index.html

Website Garage, Available http://websitegarage.netscape.com/

UNIT 9

The role of the Internet in marketing.

TIME SPAN:

Unit will last approximately five (5) weeks, and will run concurrently with unit eight (8).

GOALS:

• Determine how businesses use the Internet as a marketing tool.

RATIONALE FOR UNIT:
The presence of the Internet in business and society today cannot be overlooked. Much like television and radio did in years past, the Internet is revolutionizing the way businesses look at opportunities and methods for reaching prospects, customers, vendors, and other stakeholders. It is the only medium we have, to date, that combines sight, sound, multimedia, two-way communication, and real-time communication, all wrapped in the same package, yet inexpensive enough to be in the home of millions of our citizens. Due to the novel and unique nature of the new medium, new industries are being created regularly, while others fail at a rapid rate. Never before have companies been afforded opportunities to save billions of dollars in expenses, communicate instantly with stakeholders, and provide information even interactive information for the asking. The potential may yet be unrealized, but the Internet’s presence in marketing will continue to grow.

While technical know-how is abundant, many organizations are underutilizing the capabilities of the Internet as a marketing instrument. Those companies who have learned to use the Internet efficiently have taken the business world by storm, while others try to emulate them. A mere presence is not enough to successfully use the Internet. That presence must be founded in sound marketing principles. Once those principles are understood, learners can then go on to apply them in the business community.

OBJECTIVES FOR UNIT:

1. Identify the marketing functions of a website.
2. Analyze why some companies sell products and services online while others have only an online presence.
3. Define “The gift economy.”
4. Evaluate the importance of one-on-one marketing online.
5. Describe the Internet tools and methods used to market goods and services.
6. Describe criteria for identifying a potential website product or service.
7. Analyze methods businesses use to add value to their websites.
8. Identify methods for promoting a website.
9. Examine security and privacy issues from an organizational viewpoint, as well as consumer perception of these issues.
10. Compare collection and payment options for websites.
11. Examine prominent ways to make money on the Internet.
12. Assess common mistakes made by businesses on the Internet.

POSSIBLE UNIT ACTIVITIES:
1. Visit several teacher-designated websites, analyzing marketing functions and strategies. Compare and contrast the websites, and list several unique things each has done to add value to their websites.

2. With the same websites just analyzed, develop a detailed plan, identifying at least one strategy one of the companies could add to their website to enhance its value. Present these ideas orally to the class, assessing their potential.

3. With a specific company in mind, team students together to develop an online strategy to be presented orally and visually in the class. In this strategy, they should identify how they would address the marketing principles described above.

4. Register with Amazon.com or other teacher-designated site, and examine the site. During your subsequent visit through the site, list the ways Amazon utilized one-on-one marketing.

5. Write to a successful online company, asking them to identify ways they have promoted their website.

6. Visit one of many promotional websites, and outline web promotion methods.

7. See activity #7, unit 8.

(The activities above may be used not only to integrate several of the objectives listed above, but should also integrate several of the objectives in the preceding and the following units.)

REFERENCES:


Numerous other online web marketing resources are available.
UNIT 10

Internet marketing strategies.

TIME SPAN:

Unit will last approximately four (4) weeks, and will run concurrently with unit eight (8).

GOALS:

- Identify effective Internet strategies.
- Integrate Internet marketing strategies and traditional marketing strategies.

RATIONALE FOR UNIT:

The Internet provides businesses the opportunity to contact millions of potential customers that they have never been able to efficiently come in contact with before. However, just because the global medium has been created does not make it an automatic gateway to success. While most companies now have at least an online presence, there is tremendous disparity in how organizations have been successfully using the Internet as a marketing medium. The difference between the organizations who have been successful online and those who have not is marketing strategy. Taking advantage of the unique nature of the Internet is critical, and observing successful online models becomes imperative.

While the Internet has become a burgeoning medium of choice, businesses understand that in most cases, the Internet is most effective when utilized as an integral part of their business plan, not a stand alone medium. Once Internet marketing strategies are determined, it is crucial to then implement those strategies with perspective to an organization’s overall marketing strategy, integrating how the Internet can be most effectively utilized in accordance with other, more traditional mediums.

OBJECTIVES FOR UNIT:

1. Explain how the basic marketing functions apply in Internet marketing.
2. Compare Internet marketing with traditional marketing.
3. Analyze ways which businesses integrate traditional marketing mediums and the Internet as a marketing medium.
4. Explain the possible roles of the Internet in an organization’s overall business plan.
5. Explain target marketing and marketing in relations to Internet marketing.
6. Identify cost and measurement in advertising on the Internet.
7. Compare online costs and pricing in relation to "non-virtual" costs and pricing.
8. Analyze the importance of taking advantage of the World Wide Web's interactive nature.

POSSIBLE UNIT ACTIVITIES:

1. Identify a company with an online presence. Have the students imagine that this company can no longer utilize the Internet as a marketing tool. Generate a presentation describing the differences, advantages, and disadvantages of the company's new marketing strategy.
2. Visit several teacher-designated websites, predicting who the target market is and what the organization has done (and what else they might do) to reach the appropriate target.
3. Visit several online hosting sites, identifying the costs involved with establishing an online presence. Differentiate costs between a presence only site, a secured site, an e-commerce site, and other elements of hosting.
4. Create a case study for a company that wishes to create an online store. Given the parameters for the company requirements, students compete to find the least expensive way to complete the requirements.
5. Visit several large online organizations, determining the cost of advertising on their site, as well as how advertising success is measured.
6. See activities from unit 9.

REFERENCES:

Jupiter Communications, Media Metrix (online serial). Available http://www.jup.com/home.jsp


REFERENCES


Chesapeake Public Schools Student handbook, 2000.


netnanny.com, available http://www.netnanny.com/

Netscape tutorials, helpful resources, Netscape Communicator. Available http://home.netscape.com/support/index.html


Online Research, available http://www.bedfordstmartins.com/guidebook/online.htm

Privacy.net, The Consumer Information Organization, available http://privacy.net/track/

The Standard: Intelligence for the Internet Economy (online magazine). Available http://www.thestandard.com/


USLaw.com, available http://www.uslaw.com/


Website Garage, Available http://websitegarage.netscape.com/


Yahoo! How to: A tutorial for Web surfers, available http://howto.yahoo.com/


Other sources of information:

Local police force
STUDENT EVALUATION, INTERNET MARKETING

Student assignment:

Given the knowledge you have gained in this course, design and construct a website for Broad Bay Sailing Association. We have already determined as a class the purposes for this website. They are:

- Attract visitors to the website
- Attract visitors to the BBSA meetings
- Generate new membership for BBSA
- Provide up-to-date information to members on BBSA and related sailing events
- Generate repeat traffic to website
- Provide a communication forum for BBSA members and other sailing enthusiasts

Your site may not emphasize all of these purposes, but you should address each issue somewhere in your site. Mark Arnold and Jim Borberg have agreed to meet with you regarding the site, so have your questions prepared! After the initial consultation, any information you need regarding BBSA should be directed to me, and I will get your answers for you. This will help us to refrain from "flooding" BBSA with repeat questions. However, don’t be afraid to ask. They have agreed to provide you with any feedback you ask for, so take advantage of it!

Although you should pay particular attention to units 8, 9, and 10 when developing your site, you should consider all of the principles described in this course. Make sure not only to address looks and design of your site, but also to utilize sound marketing principles. Attached is a copy of how your site will be evaluated, reflecting those principles. Do your best work on this site! Not only will this count as one and a half test grades, but Broad Bay Sailing Association is going to select one site to adopt as their own! And if that’s not enough, the
winners will receive the prestigious "Soaring Hawk Award," and all of the benefits bestowed with it. Last but not least, it will make a great start (or in some cases, addition) to an online portfolio to start to show prospective employers!

Good luck, and anchors away!

3=excellent 2=satisfactory 1=needs improvement 0=unsatisfactory

Website URL: http://_______________________________________________________

Appropriate home page _____
Proper title for each page _____
Proper keywords for each page _____
Proper description for each page _____
Titles, keywords, and descriptions modified for each page _____
Fast loading
Pages 45K or under _____
Pages 90K or under _____
Links
Contact link on every page _____
Internal links for all pages 4+ screens _____
Proper use of internal links _____
Proper use of external links _____
Dead links (-1 point each) _____
Text easy to read _____
Appropriate use of colors, fonts, blinking, etc. _____
Typos _____
Images appropriate for page/site ____

Tables used to align data wherever necessary ____

Ease of navigation x2 ____

Ability to locate sought after data x2 ____

Users enticed to visit BBSA ____

Adequate coverage of intended material ____

Site pointed at specific target market ____

Works into overall organizational scheme ____

Clear purpose x2 ____

A reason to bring users back to website x2 ____

Interactivity encouraged on site x2 ____

Site ready for posting by deadline x2 ____

Overall effectiveness of website x3 ____

Other/Extras:

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

TOTAL ____

DOCUMENT VALIDATION
Before the attached Internet Marketing curriculum can be deemed valid, a panel of academic and industrial experts must first review it on several levels. A copy of the attached cover letter, curriculum, and survey should be forwarded to the panel, asking for their input on the curriculum. These are the people who “live” Internet Marketing. In addition, they are the ones who will screen the learners for future employment, so it is critical to obtain their view. They will be asked to evaluate the curriculum in terms of cohesiveness of content, aims, goals, and objectives, teaching activities and inclusion of current research methodology, practice and findings. Most importantly, the survey should emphasize that the intent of the curriculum is to prepare learners for a career in a related industry.

Mr. Greg Allen
Webmaster, WTKR
News Channel 3, WTKR
720 Boush Street
Norfolk, Va., 23510

Dear Mr. Allen:

You have been identified as an industry expert in the field of Internet marketing. As a leader in your discipline, the Department of Education would be honored if you will take a few minutes to share your expertise with us in a related endeavor.

A curriculum has been developed entitled "Internet Marketing," and is intended to teach students at the secondary level the principles necessary as they apply to the work force. The intent of this curriculum to provide the proper foundation to our students so that they may become viable workers upon completion of the course. Your expertise will help us to assure that we are providing learners with the proper content needed for meaningful employment in your industry.

You will note a survey has been included in this packet to facilitate your evaluation. As you review the attached curriculum, please feel free to make any notes, comments, or other marks you deem helpful. Once you have reviewed the curriculum, please return your survey to us. I have enclosed a self-addressed, stamped enveloped for your convenience.
Once again, Mr. Allen, thank you for taking time out of your busy schedule to assist us in this educational endeavor. Your partnership with us on this matter is truly appreciated! If you should have any questions, please do not hesitate to contact me.

Sincerely,

Mickey Kosloski

**SURVEY OF INTERNET MARKETING**

Please circle the most appropriate numbered response to each question. Feel free to write any comments on the curriculum or the survey if you feel it will assist us in any way!

<table>
<thead>
<tr>
<th>The definition of Internet Marketing is appropriate.</th>
<th>Definitely 5 4 3 2 1 Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rationale persuades you that the curriculum is necessary.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>The content source appropriately describes why the curriculum has come into being.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>The content structure is laid out logically and is easy to follow.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>The program aim is appropriate for secondary school students.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>The program goals are comprehensive enough for entry level employment.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>The scope and sequence is weighted properly when industry relevance is considered.</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
</tbody>
</table>

The following questions pertain to the individual units. Please respond to the question giving an overall impression of the units in general. If there are any specific units that need attention, simply address the matter on the back of this page.

<table>
<thead>
<tr>
<th>Unit goals address necessary issues in Internet marketing</th>
<th>Definitely 5 4 3 2 1 Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit rationales appropriately address each</td>
<td>Definitely 5 4 3 2 1 Not at all</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit objectives are comprehensive enough to cover the information necessary in their respective topics of content</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit objectives are relevant</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit objectives measure competency of the unit</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit activities accurately reflect the objectives</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit activities accurately simulate workforce activity</td>
</tr>
<tr>
<td>Unit</td>
<td>Unit resources are comprehensive enough to provide adequate industry data</td>
</tr>
<tr>
<td>Unit</td>
<td>Units accurately reflect industry needs.</td>
</tr>
<tr>
<td>Unit</td>
<td>Student evaluation project is appropriate for evaluating curriculum content</td>
</tr>
<tr>
<td>Unit</td>
<td>Website evaluation rubric includes the necessary topics</td>
</tr>
<tr>
<td>Unit</td>
<td>Website evaluation rubric accurately reflects industry needs</td>
</tr>
<tr>
<td>Unit</td>
<td>The curriculum flows in a logical manner</td>
</tr>
</tbody>
</table>

Is there any content missing from the curriculum that is needed for learners to be prepared for industry?
Upon completion of this course, will the learner be prepared to obtain entry-level employment in a related field? Why or why not?

Are there any additions, deletions, or other changes you would make to this curriculum to better prepare learners for the workforce in an Internet marketing related industry?

What is your overall impression of the curriculum?
Other comments or suggestions.